

THE LANGTON PROSPECTUS



2027 / 2028



The Vision of Simon Langton Boys' School

Our vision is to become a world class community of independent learners who enjoy an ability to think creatively, critically and innovatively beyond the formal curriculum; who possess a strong sense of responsibility for their school, for their community and for the environment and who have the will and the initiative to use these skills not only for the benefit of themselves, but for the good of the wider world.

We will achieve this through:

- Delivering the academically robust Langton Curriculum, promoting cultural literacy and intellectual rigour in all key stages.
- Working collaboratively with our students to enable them to become the best versions of themselves they can be in order that they can make good and meaningful contributions to future society.
- Maintaining an outstanding extra-curricular provision in sport, drama, art and music and in our unique, open-ended research programmes.

The Aim of the Langton Curriculum

The aim of the Langton Curriculum is to expose students to the best that has ever been thought, spoken, written or recorded and to provide a full programme of cultural literacy for all. Wherever possible, we wish our students to participate in genuine open-ended research, by which we mean discovering things that no-one has ever discovered before. We wish to develop resilience in our young men and women as well as intellectual courage and to enable them all to be the ethically minded leaders of their generation, through becoming the best possible versions of themselves they can be; becoming the adults their peers will gravitate towards and respect.

We seek to achieve this through:

- Teaching GCSE/A Level syllabuses whilst giving subject specialists autonomy and licence to teach beyond the curriculum and recognising that exam results are a necessary but insufficient measure of the progress of individual students or schools;
- Providing opportunities in each key stage for genuine open-ended research;
- Providing a carefully tailored and expertly delivered Langton Plus programme;
- Delivering high-quality teaching at all times which is inspiring, thought provoking and challenging;
- Challenging the ideas and beliefs of our young people through robust interrogation and thoughtful argument;
- Providing the widest possible range of extra-curricular opportunities at all levels of the school;
- Cherishing and nurturing the creative arts, both within and outside the formal curriculum;
- Creating a caring community which understands the needs of the group as much as the desires of the individual.

Langton Values

We are committed to developing students and staff through a culture of challenge and support, teaching, learning, and practising through universal values of respect, empathy, attitude, courage, and honesty. Together they form REACH, five pillars of the school community and which govern everything we do at the Langton.

- **Respect** - Respecting each other's desire to learn and to overcome challenges and respecting the staff's commitment to that desire and the support they offer.
- **Empathy** - Understanding the feelings and needs of others and using that understanding to guide interactions with others in the community.
- **Attitude** - A commitment to positive behaviours which develops the desire for learning into habits and perspectives which prepare all for the challenges that lie ahead.
- **Courage** - Standing by principles and convictions, standing up for what is right and having the courage to admit when something goes wrong, challenging and supporting each other through the intricacies of social life
- **Honesty** - Reflecting on one's own actions and attitudes and being open to other perspectives, seeking the best path and using the community for guidance when necessary, and reaffirming commitment to these values through everything we do and say.

Examination Results – 2026

Examination Entry Policy

All students are entered for public examinations at the appropriate stages in their school careers.

GCSE examinations in all subjects followed will normally be taken at the end of Year 11. A level examinations are normally taken in Year 13.

Note that, in 2022, higher grades than usual were awarded nationally in all subjects as part of the government's response to the Covid pandemic.

Summary of Results 2026 'A' Level

[Results achieved by Year 13 students]

	2026	2025	2024	2023	2022
Number of Students	209	210	242	224	271
Overall pass rate of all entries	99.5%	99%	99%	97%	97%
Grade A or A*	39%	34%	34%	30%	33%
Grades A*-B	67%	62%	62%	54%	56%
Percentage of students gaining at least AAB	34%	30%	32%	27%	29%

G.C.S.E. Level

[Results achieved by Year 11 students]

	2026	2025	2024	2023	2022
Number of students	160	164	158	139	141
Overall pass rate of all entries (grade 4+)	98%	97%	97%	97%	98%
Total grades 7+	57%	51%	51%	56%	64%
Students gaining 5 grades 4+ including English and Maths	94%	95%	95.5%	96%	96%

ADVANCED LEVEL SUBJECT RESULTS

SUMMER 2026

Results achieved by Year 13 Students



Subject	Entry	Entry	Entry	Entry	Pass Rate	Pass Rate	Pass Rate	Pass Rate	2026 Grades						
	2026	2025	2024	2023	2026	2025	2024	2023	A*	A	B	C	D	E	U
Art	23	12	26	17	100%	100%	100%	100%	14	4	5	0	0	0	0
Biology	55	48	62	64	100%	100%	98%	94%	5	12	15	7	11	5	0
Business	30	36	49	47	100%	100%	98%	100%	0	4	10	11	3	2	0
Chemistry	50	46	54	56	98%	100%	100%	93%	5	12	15	8	4	5	1
Chinese	3	1	3		100%	100%	100%		1	0	0	2	0	0	0
Computer Science	13	18	24	21	92%	100%	100%	100%	1	4	1	2	4	0	1
Design	36	30	24	25	100%	100%	100%	96%	1	10	14	5	4	1	0
Drama	5	5	7	11	100%	100%	100%	91%	0	2	2	1	0	0	0
Economics	46	46	40	37	98%	100%	100%	97%	7	8	19	6	3	1	1
English Literature	22	25	32	28	100%	100%	100%	100%	5	3	7	7	0	0	0
French	5	12	5	8	100%	100%	100%	100%	0	1	3	1	0	0	0
Geography	32	29	34	24	100%	100%	100%	96%	2	10	8	12	0	0	0
History	23	19	30	35	100%	100%	100%	100%	4	3	10	6	0	0	0
History of Art	4	2	4		100%	100%	100%		0	1	0	2	0	1	0
Mathematics	118	111	118	92	98%	99%	99%	99%	25	34	22	21	9	3	3
Further Mathematics	26	18	17	17	100%	100%	100%	100%	6	9	7	3	1	0	0
Music	3	8	7	10	100%	100%	100%	100%	0	0	2	1	0	0	0
Physics	50	60	51	39	100%	93%	98%	100%	1	13	18	9	4	5	0
Physical Education	19	24	32	22	100%	100%	97%	82%	0	0	4	11	3	1	0
Politics	26	24	22	37	100%	100%	100%	100%	5	13	5	1	2	0	0
Psychology	40	42	53	59	100%	100%	100%	98%	8	9	9	11	3	0	0
Spanish	16	10	12	9	100%	100%	100%	100%	1	4	8	2	1	0	0

Extended Project Qualification (Y12 students)	Entry		Pass Rate	A*	A	B	C	D	E	U
	2026	161	98%	44	47	29	25	8	5	3
	2025	128	100%	34	40	23	16	8	7	0
	2024	180	95%	42	36	31	22	27	13	9
	2023	185	94%	41	37	38	26	19	12	12
	2022	186	96%	43	40	38	29	18	11	7

GCSE SUBJECT RESULTS

SUMMER 2026

Results achieved by students in Year 11



Subject	Entry				Pass Rate (4+)				2026 Grades						
Full Courses	2026	2025	2024	2023	2026	2025	2024	2023	9	8	7	6	5	4	3/2/1/0
English Language	159	162	158	139	94%	98%	98%	97%	12	32	38	42	19	7	9
English Literature	158	160	155	136	96%	97%	98%	98%	10	9	34	56	30	13	6
Mathematics	158	163	158	139	100%	99%	98%	100%	33	43	43	26	9	4	0
Biology	159	162	156	139	98%	99%	97%	98%	29	26	29	37	24	11	3
Chemistry	159	161	157	139	98%	97%	96%	97%	30	28	26	33	24	15	3
Physics	159	160	157	139	98%	98%	97%	96%	33	25	29	36	26	7	3
Art	23	35	25	19	100%	100%	100%	100%	9	7	7	0	0	0	0
Business	51	62	55	53	94%	95%	95%	100%	3	8	8	18	6	5	3
Chinese	15	7	8	10	100%	100%	100%	100%	1	1	6	4	3	0	0
Computer Sci	41	43	46	42	98%	91%	94%	88%	16	10	2	3	5	4	1
Design	93	90	100	67	97%	92%	98%	93%	11	19	26	23	8	3	3
Drama	22	9	17	11	100%	100%	94%	100%	3	4	7	6	2	0	0
French	32	27	23	35	100%	93%	96%	91%	8	5	7	7	4	1	0
Geography	65	64	60	76	97%	97%	90%	99%	14	18	19	5	4	3	2
History	56	59	68	56	96%	95%	97%	98%	3	15	10	15	8	3	2
Latin	7				100%				4	3	0	0	0	0	0
Music	14	12	15	7	100%	100%	100%	100%	7	2	3	2	0	0	0
Spanish	50	63	45	22	100%	95%	93%	100%	17	13	10	5	4	1	0
Ancient History	28	10	10	11	100%	100%	100%	100%	8	3	5	10	2	0	0

Other Mathematics qualifications:

	Entries	A	B	C	D	E	U
Level 3 OCR Additional Mathematics	29	15	3	5	2	1	3

	Entries	Distinction	Merit	Pass	U
Level 2 Pearson Extended Mathematics	55	11	27	16	1

GOVERNING BODY 2026/2027

CO-OPTED	Mr D Agnew (Chair of Governors); Mr E Ludlow (Vice Chair of Governors), Mr S Ranadive, Mrs L Illsley, Mrs B Farrell, Mr A Castle
FOUNDATION	Revd Canon A Dodd, Mr J Watson, Mr J Pearson
LA	Mr G Banyard
PARENT	Mr B De Berry, Mrs B Tillotson
HEADTEACHER	Dr K Moffat
STAFF	
ASSOCIATE MEMBERS	Mr S Peto, Mr J Eagle, Mr D Cusani

All Governors may be contacted by writing to them c/o the Clerk at the School.

*Clerk to the
Governors:*

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Special Educational Needs and Disabilities (SEND) department.

“A community of staff and students working together to remove barriers to achievement and further excellence through support, encouragement and the creation of an inclusive learning environment”

At The Langton, we are committed to providing an inclusive and supporting environment where all students, including those with Special Educational Needs (SEND), can thrive. The SEND's department aim is to help to remove barriers and enable students to reach their full potential. Our SEND department is dedicated to working closely with students, parents and professionals to ensure that all students receive the best possible support and empower them to flourish. Through our knowledge and understanding we can support students to become independent and confident learners, who can develop academically, socially and emotionally.

To achieve this, we provide appropriate provision for students requiring additional support, whether for AEN, SEND or EHCP. The provision for each student is considered on an individual basis, but all support offered is underpinned by quality first teaching and close links with the pastoral team.

All teachers at The Langton are teachers of students with special educational needs and therefore all have a responsibility and duty of care. Teachers are confidentially informed of the student's needs and learning profiles to ensure they can best support the student. CPD is regularly given, to ensure staff are trained on the range of needs within the class.

We recognise that early identification is crucial to providing the right support for students with SEND. We use a range of methods to identify needs, including regular monitoring of student progress, teacher observations and assessments, parental feedback and concerns, and specialist assessments. We follow a graduated approach based on four stages: assess, plan, do, and review. This process ensures that support is tailored to the child's specific needs and that their progress is closely monitored.

Specialist Resourced Provision for Students with Autism

The Specialist Resourced Provision (SRP) is an educational provision for academically able students who have a diagnosis autism, which came into operation in September 2005. The SRP is specifically set up to support students within the school that have Education, Health, and Care Plans (EHCP). The SRP Lead is responsible for liaison with the LA when discussing possible applicants to the provision and are responsible for coordinating all contacts with parents and outside agencies. The SRP lead will assess the range of needs and ensure appropriate provision is provided for the students to ensure they can access a grammar school education.

The provision now resides within the overarching structure of the SEND Department and has grown and evolved to be a leader in best practice, with a range of experienced staff that have a variety of specialisms, and work together with their students to remove barriers to learning. The SRP provides these students with organisational, academic and social support, so that they can access both their entitlements to the national curriculum, and to a grammar school education. There are also students without EHCPs that have a diagnosis of autism, who also join the school every year, and many of these receive outreach support from the provision.

Students within the SRP are able to access the provisions physical 'Base' – a specific area of the school which is used daily by staff and students within the provision. 'Base' is so named because it is from here that students supported by the provision can access the wider school – it is a safe environment where students can routinely ground themselves, and a place that they can return to for support if challenges should arise. This area is used as a daily touchstone for students within the SRP, as well as an academic workspace when withdrawal from timetabled curriculum lessons is deemed necessary or beneficial, whether that be as a temporary measure or as part of a longer term planned intervention. The SRP is also able to provide space to help deal with parts of the school day that students with autism may find overwhelming; there is a space for students within the SRP to eat lunch and socialise, separate toilet and changing facilities for the students, and a 'quiet room' which they can access if needed.

The SRP share best practice from the provision, providing support and professional development to the teaching and support staff. This ensures that the most appropriate differentiation is in place within the classroom and across the school, so that students can fully access The Langton's leading educational opportunities.

Key Contacts:

Assistant Head (Mental Health & Wellbeing) & SRP Lead: Mrs C Speed

SENCO: Mrs S Harvey

SEND Manager: Mrs N Hatton

Admission Criteria for Simon Langton Boys Grammar School Specialist Resourced Provision

The Local Authority's basic entry criteria for the provision are:

- That the prospective pupil should have an EHCP with SRP Provision.
- That he has passed the Kent Test.

However, to ensure that we are playing to our pupils' strengths and not putting further barriers in the way of their learning, experience shows us that prospective pupils need to demonstrate the potential to:

- Produce the volume of work demanded by a high-achieving grammar school.
- Be comfortable in assimilating a lot of information quickly and confidently.
- Communicate successfully with the adults who are supporting their learning.
- Be willing and able to participate in the social and emotional support and development offered by provision staff.

Mental Health and Wellbeing Team

Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

World Health Organisation (2014)

At Simon Langton Grammar School for Boys, we recognise the need to support our students in many ways, to enable them to reach their potential. We have therefore, invested in a support team for those students' experiencing difficulties while studying with us. This support goes beyond the pastoral support offered by the tutoring system, with an additional level of personalised help to ease through any problems during their time with us.

Along with the more individualised support, the school is also embedding 'Wellbeing' into the PSHE curriculum within the lower schools. This Curriculum aims to enable the boys to understand and discuss things that affect wellbeing and give them practical solutions to help themselves and others.

Roles and Responsibilities

Mrs C Speed - Assistant Head (Mental Health & Wellbeing): SRP Lead & Pupil Premium Lead.

Ms T. Langley – Wellbeing Mentor

Mrs J Cartland – Wellbeing Mentor

Safeguarding

The Langton is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and volunteers to share this commitment.

We are fully committed to ensuring that consistent, effective safeguarding procedures are in place to support families, students and staff at school. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents and communication is fundamental to this aim.

Behaviour and Anti-bullying Statement

Aim

The school aims to provide a safe, happy, and secure learning environment in which all individuals may succeed. The school promotes a culture in which individuality can be celebrated and flourish without fear and in which all members of the community use positive behaviours. The school promotes REACH values in everything that it does and recognises that negative behaviours and bullying directly contradicts these values and will be addressed by staff at all opportunities.

Definition

Positive and negative behaviours – Any behaviour in accordance with REACH values, or vice versa.

Bullying is repeated, wilful, conscious behaviour, designed to make another person feel hurt, uncomfortable, threatened or under pressure. It may be **physical**: pushing, hitting, kicking. It may be **verbal**: name calling, teasing. It may be **emotional**: excluding, spreading rumours; interference with property (moving or hiding possessions) or it may take place via social networking sites on the internet. The key descriptors are 'repeated' and 'unwanted'.

Response to Bullying

We expect any act of bullying to be reported. This is the culture that we promote through form tutorials, year assemblies, PSHE lessons and REACH values. Those not involved, but who observe, or have heard of, incidents, whether they be face-to-face interactions or online, are under the same obligation to report as are the students directly concerned.

Students may report any concerns through senior students, through any staff member, or by the Student Voice online form.

Following thorough investigation, school practice is that the students involved meet together in the company of the HOY to discuss the issue, seek a genuine understanding of the impact of the unwanted behaviour, and agree future action. The key to success is openness and the determination to report any recurrence.

Restorative Practice

The school has made a commitment to use restorative practice as a method of proactively building and maintaining relationships and engaging with conflict when necessary. The overriding aim is to develop a community in which relationships are valued and all recognise the damaging nature of bullying. If bullying is reported, we will seek to resolve the situation using restorative practices and keeping parents informed at all stages. The school does reserve the right to take action if a student fails to co-operate within that process or in situations of extreme negative behaviour, in order to keep others in the community safe, happy and secure.

Ultimate sanctions

While every effort is made to promote a student's understanding of the impact of their behaviour, the school reserves the right to take punitive action where a student fails to co-operate. Such action may include a fixed-term suspension and ultimately permanent exclusion. The school will at each stage be in communication with parents. Clear and consistent written warnings will be issued at every step of the disciplinary process.

Home – School Agreement

Introduction

At Simon Langton Grammar School for Boys we want all our students to reach their full academic potential and experience a range of opportunities in a variety of areas such as music, sport and drama. We are confident that by strengthening the close links between students and staff, parents, governors, and former students we can continue to produce the well-rounded, good-humoured, positive and caring young people who will go on to play responsible and valuable roles in society. Simon Langton Grammar School for Boys is committed to safeguarding and promoting the welfare and safety of all students. We expect all students, staff and parents to share that commitment. We are also committed to ensuring that consistent and effective safeguarding procedures are in place to support families, students and staff at school.

Students will

- attend school, arrive on time and be prepared to work;
- wear uniform properly and preferably with pride;
- conform to the school expectations, discipline policy and rules and REACH values;
- complete work to deadlines;
- work to a standard reflecting their ability;
- participate in a range of activities outside the classroom.

Parents will

- encourage their sons to attend school, be punctual and prepared for work;
- inform the School about reasons for absence;
- provide school uniform and monitor appearance;
- support the school in its expectations and application of the rules and behaviour policy and REACH values;
- encourage their sons to do homework and check homework diaries regularly;
- keep the school informed about any pastoral or academic concerns;
- attend consultations with the staff.

The School will

- provide a well ordered and safe environment where learning can take place;
- offer a balanced curriculum which will provide access to the next most appropriate stage of education or employment;
- set and, where appropriate, mark completed tasks;
- provide appropriate feedback;
- praise achievement and effort;
- recognise and address individual needs;
- expect the highest standards of work and behaviour and REACH values;
- keep parents informed regularly about progress and other matters of concern;
- offer opportunities to participate in activities beyond the curriculum, including the chance to develop self-discipline and to take responsibility for others;
- welcome parental feedback and involvement.

Mr D Agnew
Chair of Governors

K Moffat
Headteacher

Uniform and Care of Property

The school uniform to be worn by years 7 – 11 at school, travelling to and from school and on other appropriate occasions is:

Blazer and Tie	-	Official School Colours
Trousers	-	Plain dark grey or black
Shoes	-	Black [NOT Sandals, Trainers or Boots]
Shirt	Years 7 -10	- White
	Year 11	- Any restrained, plain colour
Jumper	-	V-necked grey, black or navy

The ONLY exception to this is when the Head Teacher informs the school that summer uniform may be worn. In this case, ties may be abandoned and boys may unbutton their top buttons and roll up their sleeves but shirts must be tucked in. During the 'summer uniform' period blazers are optional, but if worn must be worn with a shirt and tie.

Should the temperature drop students may revert to BLAZERS not any alternative.

There may be times during the 'summer uniform' period when full uniform is required for a special event and notice will be given on these occasions.

Permitted Jewellery: a watch, one plain ball-type ear stud in each ear or one ear.

In the **Sixth Form** uniform is not required, however guidelines are published to ensure a good standard of dress in school and appropriate dress for special occasions. Details can be found in the Sixth Form Prospectus.

ALL STUDENTS must be well-kempt and are expected to take pride in their appearance. Hair should be clean, well-groomed, tidy and of natural colour. Long hair will need to be tied back at certain times (e.g. in laboratories or workshops). A 'grade-two' is the limit for short hair.

Uniform may be purchased online from our supplier School Colours Direct. See the uniform page on our website for further details.

Physical Education Kit Requirements

Each pupil will require the following kit for PE and Games:

Maroon and Gold Rugby / Football Short	Outdoor	To be purchased via School Colours Direct
White PE Top	Indoor	To be purchased via School Colours Direct
Navy / Maroon School Shorts	Indoor & Outdoor	To be purchased via School Colours Direct or navy-blue rugby shorts can be purchased from any retailer
Navy / Maroon School Football Socks	Outdoor & Indoor	To be purchased via School Colours Direct or navy-blue rugby / football socks from any retailer
White Socks	Indoor & Cross Country	Available from any retailer

Other Items for PE and Games

Studded Boots	<u>Must</u> be worn for all grass activities and on the 3G e.g. football, rugby, etc. "Astro Shoes" are not suitable.
Indoor Non-Marking Trainers	Basketball, indoor hockey, climbing, fitness etc. – dirty trainers will not be acceptable.
Outdoor Trainers	Outdoor education, cross country, cricket, athletics etc.
Shin Pads	<u>Must</u> be worn for association football (FA requirement) and hockey.
Gum Shields	Strongly advised being worn for both rugby and hockey. These can be purchased from the PE department.

Optional Kit:

Navy SLBS shower proof training tops

Upper body and lower body base layers are advisable for colder conditions

NB The above kit list, both the compulsory and optional items, include the only sports kit that is permissible in physical education lessons and when representing the school. Pupils will not be allowed to wear other generic tracksuit trousers or hoodies without special permission from the PE Department.

All items are available from the online supplier, School Colours Direct. See our website for details of how to order. <https://thelangton.org.uk/information/uniform/>

PE department will advise any other specialised kit for sports teams.

NO JEWELLERY of any kind may be worn for any Physical Education activity for Health and Safety reasons.

Care of Property

Students are offered the use of a locker at the start of each academic year. All personal property must be plainly marked with the name of the owner. Textbooks and property supplied by the School remain the property of the School. Loss or damage must be made good.

Students are reminded at the end of each term that they must clear all their personal property from the School premises, with the exception of the contents of their locker. Lockers must be emptied at the end of each academic year.

Money and items of value should at all times remain on a student's person or locked away safely in their locker. During PE/Games, for example, when this is not possible, all such items must be handed to the supervising staff member for safe keeping. The School disclaims all liability for the safe custody of student's property.

Procedures for the recovery of missing property and action in the event of theft.

- (a) Loss of property should first be reported by the student to the supervising staff member or the form tutor. An immediate search will be agreed. Typically, property lost during the lunch break would be reported to the Form Tutor, Head of Year or to staff at the reception and the form tutor would advise the student first to seek permission to search from the teacher of his/her first lesson in the afternoon. Property such as bags that have been moved 'as a prank' are generally recovered at this time.
- (b) If not found, the student is asked to search the school after 3.45 pm. The advantage here is that most pegs, shelves and 'corners' are then clear and property such as bags that have been moved are easily seen. Where the student has to catch a 3.45 pm bus, the student is asked to search the school between 8.30 – 8.50 am the following morning.
- (c) On the day following the loss, the student is asked to speak with the receptionist. Items not already in lost property are noted (i.e. a description given) in anticipation of their turning up. The student is asked to check with the reception on a regular basis thereafter.
- (d) Generally, lost property is recovered. The two most common reasons for 'losses' are *either* picking up an identical bag to their own, discovering the mistake and not returning the bag to its original position *or* students (usually friends of the individual) who think moving the bag is 'a good joke'. **Putting a name on all property, including bags and clothing, is of huge advantage in securing its speedy recovery.**
- (e) Theft is not unknown but most usually occurs over small items (e.g. wallet, mobile phone). These are picked up having fallen out of pockets or bags (usually in a changing room, on the field at or in the corridor outside a classroom). Theft rarely involves an entire bag or an item of school uniform. A practised thief might remove a bag, take a high value item and 'dump' the bag. This would be a very unusual, but not an unknown occurrence. Such a bag and its remaining contents have in the past been recovered.
- (f) We do punish theft where evidence exists. Depending upon the age of the student, the school acts with the parents to punish them and the Police Liaison Officer is involved, with prosecution

pursued where appropriate. Permanent exclusion from school remains an ultimate sanction, and it has been exercised although rarely in connection with theft in recent years. All students are regularly advised to use the lockers provided. They are further advised that the alternative is to leave valuables with a member of staff. Parents and students must realise that the school cannot be held liable in the case of money or valuables going missing when these precautions have not been taken.

Smart Phone Policy

From September 2027, students joining Year 7 at The Simon Langton Grammar School will not be allowed to bring a smartphone onto the school site. This applies from arrival until departure on every school day, and to school trips and visits unless the trip leader has made a specific and communicated exception.

Families who need their child to carry a phone for the journey to and from school may provide a basic handset capable only of calls and text messages. Such phones must be switched off and kept in bags from arrival until the end of the school day.

This statement explains the reasons for the decision, how it will work, and how we will support families in keeping to it. It sits alongside, and forms part of, the school's Behaviour Policy.

The national context

Since 29 June 2026, section 36 of the Children's Wellbeing and Schools Act 2026 has required every school in England to have regard to the Department for Education's statutory guidance, *Mobile phones in schools*. That guidance states that schools should be mobile phone-free environments by default, and that students should not have access to their phones at any point in the school day, including lessons, the time between lessons, break and lunch. Schools were expected to follow it from 1 September 2026.

The national position on social media has moved in the same direction. On 15 June 2026 the government announced that social media platforms will be barred from offering their services to children under 16, with restrictions on functions such as livestreaming and contact with strangers. That measure is still being implemented, and age assurance will not be perfect, but it establishes a clear public expectation that children of Year 7 age should not be on these platforms.

Our policy for Year 7 therefore does not stand alone. It meets the statutory requirement for all year groups and goes one step further for our youngest students: rather than asking them to own a smartphone but never touch it during the day, it asks that the smartphone does not come to school at all.

What this means in practice

Travelling to and from school. Many of our students travel some distance by bus or train, and we understand why parents want to be able to reach them. A basic phone meets that need fully:

it can make and receive calls and texts, but cannot access the internet, apps or social media. Where a basic phone is brought, it must be switched off on arrival and kept in the student's bag until the end of the school day.

Contacting your child during the day. If you need to reach your child urgently, please telephone the school office on, and we will pass on the message or bring your child to the phone. If your child needs to reach you, they may do so through the office or their Head of Year. This has always been the safest route in an emergency because it ensures an adult knows what is happening.

Individual exceptions. Some students need a smartphone for medical reasons, for example to run a glucose monitoring app, or because of a special educational need, disability or caring responsibility. These arrangements will be agreed individually with the Head of Year and, where relevant, the SENCo, recorded in the student's plan, and reviewed each year.

Trips and visits. The same no smartphone expectation applies on day trips. For residential visits and journeys that extend well beyond the school day, the trip leader will set out the arrangements in advance.

If a smartphone is brought to school. It will be confiscated in line with the Behaviour Policy and returned to a parent or carer on collection from the office. Repeated breaches will be followed up by the Head of Year with the family.

The no-smartphone rule will apply to Year 7 and Year 8 in 2027/28, and follow through successive years up to Y11 by 2030/31

Please note that the same rules apply to headphones, AirPods, and other personal speaker equipment.

INTRODUCTION - CURRICULUM

The purpose of this section of the booklet is to give some detailed information on the curriculum currently being offered by the school. This falls into two sections:

- (i) the part of each week devoted to each course, and
- (ii) the specific objectives and content of each of these courses.

In other words, what your son will be studying when he enters the school.



Learning at Key Stage 3

When boys arrive at Simon Langton in Year 7, they are faced with a different but exciting new environment for learning - a much bigger building, much bigger boys (and girls) and lots of different teachers, each with a slightly different teaching style. Boys also have to become accustomed to one-hour lessons and the sudden shift from, say, Maths to P.E. We are very aware of these changes to the environment for learning and do our best to make sure boys adapt as well as they can, for example by making contact early on with primary schools, inviting Year 6 Students and parents to an induction day and making sure that there are no early problems of learning or 'fitting in' at the informal 'tea-party' in early October.

For parents, we run an information evening in September entitled "Learning at the Langton" At this we explain how boys learn, the importance of getting the balance right with homework and the beneficial effects on learning of being organised and having a healthy diet. We also give details about the support and framework for discipline we provide to enhance learning.

Cognitive Ability Tests taken in Year 7 give us a very clear picture of the ability of students in different kinds of learning activities. Work done in class or for homework can then be assessed in terms of the learning profile and ability of the individual pupil.

When boys move from Year 7 to Year 8, they are no longer the youngest in the school and are expected to show added capacity for mature thought and more developed literacy and numeracy skills. Work becomes more developed and learning in English, Maths and Science may at this stage begin to focus on the knowledge, skills and understanding needed for a good standard of work in Year 9. In Year 8, for example, they may well learn for the first time in earnest about Shakespeare's ideas and language. Teaching and learning in Year 9 begins to prepare students for the more sophisticated work at GCSE to come in the next key stage

Another feature of the Year 7 curriculum is Langton Plus, which runs throughout the school from Year 7 up to Year 12. This course is unique to the Langton and was devised with the goal of broadening the cultural and intellectual horizons of our students, encouraging them to understand how different ideas and disciplines have connected together over time, and to become conversant with a range of key thinkers and cultural figures from the past.

Year 7 students also take part in Forest School. Forest School is an educational concept which aims to foster the holistic development of the student using a range of different processes. These processes involve promoting risk management, exposure to managed and perceived risks, the learning of new skills and opportunities for play and learner-led achievement. This is a recent addition to our curriculum and boys are able to attend this, on site, in 2-hour blocks taking place during the school day, eight times a year.

There is a wide variety of extended curricular activities which have their foundations firmly based in the curriculum. The mere allocation of lessons does not do justice to their true scale and variety. Examples are Drama in English, stimulating the quality and quantity of school drama; Music lessons leading to participation in orchestras, bands and choirs; and general sports coaching accounting for the high level of success in individual activities and team games.

Personal Social Health Education/Citizenship is taught in the timetabled curriculum, but this says little of the additional skills, attitudes and understanding the boys develop by working together with a member of staff in groups on real tasks. Whether this be a sports fixture, a House competition, a drama or musical production, a quiz/team or a fund-raising event to name but a few, the boys have to work together to produce a final product on a set date. Opportunities are widened to a week-long stay in Snowdonia for groups of Year 9 or Year 10 Students, while sports activities abroad are offered to Year 8 and study visits with a French, German or Spanish focus in Years 9 or 10. Thus, PSHE is viewed as more than simply lessons, it is the opportunity to participate and learn by interaction with others. It follows the Langton Curriculum closely and encourages all students to develop the Langton Values.

Summary of the Key Stage 3 curriculum:

	Year 7	Year 8	Year 9
English	6	6*	7*
Mathematics	6	6*	6*
Science	6	6	Biology 3
			Chemistry 3
			Physics 3
History	3	3	3
Geography	3	3	3
Foreign Language 1	3	3	4†
Foreign Language 2	3	3	
Citizenship	2	2	2
Computer Science	2	2	2
Philosophy & Belief	2	2	2
Langton Plus	2	2	2
Music	2	2	2 hours for each of three of these subjects†
Art	2	2	
Design	2	2	
Drama	2	2	
Games/PE	4	4	4

* taught in sets

† for Year 9, each boy chooses one of his two Language subjects to continue, and three out of the four “creative” subjects. It is possible additionally to continue to study the second language through lunchtime lessons. Students complete the Year 9 curriculum at the end of the fifth term of that year; in the final half-term of Year 9, they commence their GCSE option subjects and the GCSE courses.

ART

We are so proud of all our artists at The Langton and it is a pleasure to watch them be so creative in the brilliant purpose-built Art block, next to the Drama studio. Langton artists considerably out-perform the national average A level and GCSE examination grades at selective and non-selective schools. In the Summer 2026 60% of our artists at A level achieved an A* grade, and all students achieved a B or above. At GCSE 100% achieved levels 7-9, the top grades. In fact, the talents of the students were recognised in 2020 when the Art department won 'Best overall Art department in Kent' in The John Downton Awards, and last year we won more awards than any other school. In the past few years our students we have twice won The Canterbury Art Prize.

In Year 7 students are introduced to a variety of media and skills. Our aim is to develop students' confidence in Art and to show them new approaches to the creative process. They will look at other artists' work - in context with their own projects - and will be encouraged to express opinions using a wide critical vocabulary. Sketchbooks are an essential component and will be used for homework and for development of ideas throughout all projects.

By the end of Key Stage 3, students will have used a wide range of 2D and 3D techniques and will have a sound understanding of the creative process and use of a sketchbook. They will be familiar with many artists' work and will be forming opinions with confidence and awareness.

The Langton Art Scholars are a group of our most talented and keen artists from Year 7 – 10. This group of students attend workshops and trips so they can connect with their artistic peers and be inspired by each other as well as develop their skills and knowledge of other artists. Year 7-9 art lessons are a fantastic foundation for those students who choose to take the subject at GCSE and A level. This year 26 pupils have taken Art as one of their option subjects in Year 10, and at A level 26 have decided to do it as one of their A level choices in Year 12, half joining from other local schools.

Life Drawing is taught with a professional life model after school for our sixth formers. We are very experienced in helping our students prepare portfolios for degree applications, with many students applying to study architecture as well as graphic design, painting and fashion design. Students have won places at some very popular destinations. Last year alone our students got places at The Ruskin (Cambridge University), Central Saint Martins and The Royal Academy of Fine Arts in Antwerp (where van Gogh studied).

We offer regular trips to London to the Tate Galleries, National Gallery, National Portrait Gallery, The Courtauld and Hayward Gallery. We offer trips abroad for our sixth form. In the past we have visited Madrid, Athens and New York, next year we are planning a trip to Venice where we will visit the 2026 Art Biennale as well as the major art museums and galleries.

COMPUTER SCIENCE

The Langton Computer Science Curriculum has been designed to allow all students to become better creators and consumers of digital technologies. All students should be able to:

- understand how technology works and be capable of creating their own digital tools.
- be able to critically assess and speak about the digital tools and technology they use and create.
- be able to use technology to develop creative solutions that can address challenges they personally face, or issues affecting their community and the world around them.

The topic areas have been specifically chosen to enable all Key Stage 3 students the opportunity to develop the correct skills to augment their studies and be prepared for the possible changes in the future. They will also have opportunity to experience programming in a physical computer system.

Curriculum Topic Areas

- Digital Literacy
- Evaluating Information
- Foundation Computing & Computational Thinking
- AI Literacy
- Data Science
- Computing & Society

Some of these topic areas are split into subsections specifically AI Literacy, Data Science, Foundation Computing & Computational Thinking and Computing & Society.

Sub-sections for AI Literacy

- Understanding AI
- Interacting with AI tools & Prompt Engineering
- Responsible and Ethical Use

Sub-sections for Data Science

- Data Collection & Preparation
- Data Investigation
- Impacts of Data Science

Sub-sections for Foundation Computing & Computational Thinking

- Computational Thinking
- Programming

Sub-sections for Computing & Society

- History of Computing
- Emerging Technologies
- Humans & Computing
- Career Exploration

As well as being designed to specifically cater for the changes in subject knowledge, the following softer skills are also a part of all topic areas.

- Creativity – Generating original and meaningful computing ideas and projects.
- Critical thinking – Using reasoning and evidence to analyse and refine solutions.
- Curiosity – Asking questions and exploring beyond assigned work.
- Persistence – Continuing effort despite frustration or setbacks.
- Reflectiveness – Connecting past experiences to inform future learning.
- Resourcefulness – Seeking and using tools, people, and information to solve problems.
- Sense of belonging – Feeling included, respected, and recognised in the CS community.

The curriculum for each year group is specifically designed to take into consideration the learning needs of students at that time. In Year 7, the students develop their project analysis and planning skills as part of the digital literacy block in terms 1 and 2. Then in terms 3 and 4, they develop their understanding of data, privacy and cybersecurity. Finally in terms 5 and 6, they start to build upon their computational thinking and programming skills. At the same time, they will complete activities and answer questions that develop their background understanding of AI before learning how to prompt appropriately and critically in Year 8.

In Year 8, in terms 1 and 2 they continue to develop their computational thinking and programming skills. At the same time, they develop their knowledge of data storage so that when they come to learn about AI prompting in term 3, they have better understanding of what data or text is. This enables them to make the AI prompt more relatable to the data or text being used and in turn the output more appropriate. In term 4, the students then learn more about evaluating information including the societal effects of misinformation and disinformation. Finally in terms 5 and 6, the students develop their knowledge of processing data and displaying the results of that processing. This year is about building on the background knowledge gained in Year 7 and developing that knowledge so they are able to make informed decisions in Year 9.

In Year 9, the students will be completing their computational thinking and programming block in terms 1 and 2 and then attempt two projects in Data Science and AI. In the AI project the students will be given a set of resources that they will be able to interrogate and analyse using AI prompts. These materials will be related to the Computing & Society section of the curriculum. The students will have to show how they have used AI and their critical and informed judgements using it.

Extra curricular activities

The department organises a successful and often oversubscribed Year 7 Robotics Club as well as several competitions throughout the year. Last year, the department was involved with the Vex IQ and V5 National Finals and a group of Year 10 students won their age group category in the PA Consulting PaPi National Finals. All these competitions involve the students working to tight deadlines and developing their softer skills.

DESIGN

The Design & Technology Department provides a challenging, creative and inspiring learning experience, where students are encouraged to think independently, solve problems and produce work to an exceptional standard. Our experienced and highly skilled staff combine traditional practical skills with modern technologies, enabling students to develop both technical expertise and creative flair.

Our purpose-built workshops, specialist studios and extensive CAD/CAM facilities allow students to explore the full breadth of Design & Technology. Through practical, hands-on projects, students develop their ability to research, design, model, manufacture and evaluate innovative and functional products.

A Broad and Diverse Curriculum:

Our curriculum is deliberately open and exploratory, exposing students to a wide range of design disciplines and approaches. Projects include:

- Product and Industrial Design
- Furniture Design
- Architecture and Structures
- Engineering and Concept Modelling
- Automotive Design
- Electronics
- Textiles
- CAD/CAM and Digital Manufacturing
- Model Making and Prototyping

Students work with a wide range of materials, processes and technologies, developing strong three-dimensional problem-solving skills alongside creativity, resilience, independence and academic rigour.

Design Skills and Technology:

Students develop expertise in design theory, research and ideation, sketching and visual communication, CAD, concept modelling and portfolio development. They gain experience with professional software and technologies, including: Adobe Creative Suite, Fusion, SketchUp etc.. This combination of creative thinking, technical understanding and practical application provides a strong foundation for future careers in design, engineering, architecture, manufacturing and the wider creative industries.

Regional Hub School and Industry Engagement:

The department is proud to be recognised as a D&T Association Regional Hub School, reflecting the quality of our teaching, curriculum and commitment to advancing Design & Technology education. Our Head of Department, Mr Daniel Pledger, is also the D&T Association Regional Leader for the South East, supporting schools and contributing to the wider development of the subject.

Students benefit from a strong programme of extracurricular and industry-linked opportunities, including STEM Racing, engineering challenges, design competitions and industry projects. These experiences develop creativity, technical skills, teamwork, leadership and problem-solving through authentic challenges.

With an ambitious curriculum, excellent facilities and strong links with industry and higher education, we develop confident designers, engineers and problem-solvers ready to shape the future.

DRAMA

Our busy Drama Department is based in the A Block alongside Art and are an integral part of The Langton's commitment to providing access to a broad creative education. Years 7 and 8 participate in one hour of drama a week in groups of about 20, a dedicated time to be in a shared environment exploring drama and making theatre. Students develop essential skills in empathy, collaboration, and self-expression leading to stronger friendships and skills to work with others effectively. Our units provide cross-curricular links which enhance students learning experiences. Most of our students in year 9 continue with Drama after the mini-options process at the end of year 8 and then we have the excellent AQA Drama GCSE and A Level courses available.

The Department has three specialist drama teaching staff, Mrs A. Taylor-Smith, Mrs F. Humphries and Mrs K.Strickland. Lessons take place in our drama spaces, A1 which is a black box studio, C2 a workshop classroom and we make use of the outdoor Amphitheatre for the Ancient Greek year 8 unit and our Woodland classroom when possible.

The KS3 course is a practical and physically active experience for students focusing on creativity, collaborative skills and developing the imagination. Students explore contemporary themes, theatre history, how to structure narratives and create characters for presentation to an audience. Each unit offers performance and review opportunities, developing evaluation and presentation skills. Using technical theatre skills is a part of the Ks3 course including lighting, sound, and set design. The use and handling of costumes and properties as well as acting with masks is included.

LIVE THEATRE: Experiencing professional theatre events is a valued part of the wider educational experience and year 7 enjoy becoming our audience for the GCSE Drama yr 10 Pantomime project at Christmas time, drama club theatre visits are available for students at KS3 8 and 9, with the whole of year 9 attending a matinee production of Hades at the Marlowe Theatre in Canterbury this year.

DRAMA CLUBS: Complementing the KS3 course are the three drama clubs, one for each year at KS3. They take place at lunchtimes, and offer students the opportunity to make new friends and produce an evening of performance to which family are invited.

LAMDA: We have popular LAMDA Public Speaking and Acting courses run by Mrs Andrea Dengate during lunchtimes. These sessions are delivered in groups and there is a cost for joining this programme.

The LANGTON YOUTH THEATRE for year 8 + runs on a Monday evening after school in A1 land this year will start after the main school play, the Madness of King George.

The KS3 course aims to be enjoyable and energising as well as providing an excellent foundation for success at GCSE DRAMA and A Level.

ENGLISH

The English curriculum for Years 7 to 9 at the Langton is varied, academically challenging and pupil-focused: we want each boy to fulfil his potential and to guide him in such a way that he makes measurable gains across the key specialisms of reading, writing, and speaking and listening. Our chief aim is to help each boy to 'find his own voice' - and this has been adopted as the driving focus of our department.

We aim to stretch the most able and support those who need more direction; differentiating mainly by outcome, although we do also offer intervention through our colleagues in the Faculty for Support and Guidance (BASE). All boys receive summative targets as part of their teacher's feedback on their written work and the department sees marking and assessment as a two-way street: a dialogue between pupil and teacher which outlines achievement and encourages progress.

The course followed by our KS3 cohort includes mandatory Shakespeare, pre- and post-1914 fiction, non-fiction, poetry in all years, critical thinking, and modern drama. Each year of the Key Stage 3 curriculum has a guiding thread – 'Writing the Self' in year 7, with a focus on personal writing, characterisation, and lyric poetry; 'The self and the world' in year 8, as students explore the way literature negotiates the boundary between the individual and ideas about the wider world; and 'Genres, Forms, and Movements' in Year 9, students begin to engage more systematically with the ways writers engage with the history and practices of literature itself, how they exploit and violate convention for effect, and the typical preoccupations and strategies associated with specific modes and styles of writing.

Reading is an important part of the life of the department, and we aim to foster a love of the written word and to encourage reading for pleasure. Pupils in Years 7 to 8 have timetabled library lessons, which support but also extend the work undertaken in English lessons. In Year 9, boys are invited to complete the Edexcel Higher Project Qualification (Level 2) which encourages and develops independent research and project management skills. Reading lists are available from the school librarian, together with our '16 before 16' reading challenge, accessible via the school website. Individual English teachers are also on hand to direct boys in their choice of texts and to talk to them about their private reading.

In line with the revised National Curriculum, we teach boys how to write in Standard English, and across a range of styles, including, but not limited to, argumentative, discursive, descriptive, narrative and summative writing. Boys will have the opportunity to produce their own poetry, short stories, essays and newspaper articles, and the more traditional skill set of letter-writing and diary entries is also covered. Boys will be able to enter national poetry competitions such as the Foyle Young Poets Award, as well as the Canterbury Schools Poetry competition.

The department, in collaboration with the school library, offers a variety of enrichment opportunities, including author talks and visits, and creative writing workshops. This year, we have recently welcomed our 'writer in residence'- author and film maker Matt Dickinson - to work alongside boys in Years 7 and 8 (allowing for more cross curricular links with other Humanities subjects) enriching understanding of the process of writing, from an idea to a published novel.

The central motivating philosophy of the English department at the Langton is inspiration, and this informs all our work. We believe in the spiritual, ethical and aesthetic value of the English literary heritage and we invite the boys to join us.

GEOGRAPHY

Studying Geography stimulates a sense of wonder about places. It helps us make sense of a complex and dynamic world. It explains where places are, how different landscapes are formed, how people and the environment interact, and how a range of economies, societies and environments are interconnected. Geography builds on pupils' own experiences to investigate places at all scales from personal to global, and it encourages critical thinking. Pupils also learn to think spatially and to use maps, images and new technologies. Through geography, pupils explore their own place in the world, their values and their responsibilities to others, the environment and the sustainability of the planet.

In Year 7, the aim is to develop the skills and understanding that pupils have acquired in their primary schools, and to build a foundation upon this for future geographical study. We introduce pupils to a range of places and geographical concepts in order to foster an understanding of their own local and global environments.

In Year 8 and Year 9, pupils build on these earlier ideas and develop a more detailed knowledge and understanding of places. They learn key concepts that create a successful starting point for GCSE. Pupils are assessed in a range of ways, including exam-style assessments, extended writing tasks and decision-making exercises.

Throughout Years 7 to 9, concepts and skills are mainly taught through the study of different places and countries, with bigger themes like development, globalisation, resource management and climate change as threads running through them. Pupils will focus on the following enquiry questions in each year:

- | | |
|---------------|---|
| Year 7 | Making sense of where we live (map skills and the geography of Kent)
What is the role of China in the 21 st century?
What factors affect the UK climate?
What challenges do African countries face? |
| Year 8 | How are UK cities changing?
How healthy is Canterbury High Street?
How hazardous is Japan?
What is life like in India?
What is the future for Antarctica? |
| Year 9 | What does the future hold for Russia?
What is the Middle East like?
What is the geography of North Wales like?
How is Iceland developing? |

HISTORY

The History Department strives to provide a rich and varied programme, which emphasises the importance of a good, rounded understanding of key historical principles. Alongside the traditional approach, focusing on Kings and Queens, we explore the roles of ordinary people in shaping the historical landscape. In terms of a theme, to provide continuity through Key Stage 3, the department is keen to focus on power and politics by exploring and evaluating the movement from absolutism to democracy. However, each year the boys undertake depth studies and thematic studies across time, which are guided by the particular research interests of the History staff.

The History department teaches a programme that allows boys to see History as a broad discipline; one that engages with politics, literature, art, and sociology for example. For this reason, several of the department are also involved in teaching the Langton Plus programme from Years 7 to 11, which celebrates the significant position History holds in shaping a broader understanding of the world.

The study of History at Key Stage 3 is composed of the same "key elements" prescribed by the National Curriculum at Primary school, but at an appropriate level. The key elements are:

Chronology: understanding the importance of the causes and consequences of events, the significance of change and continuity in History, and appreciating the different features of historical situations.

Interpretation: understanding how and why interpretations of History can differ.

Historical enquiry: using historical sources as evidence and assessing the reliability and value of such evidence in order to reach conclusions.

Organisation and communication: development of the ability to recall and select historical information, use relevant terminology and communicate one's knowledge by the written and spoken word.

The programme of study for Key Stage 3:

Year 7: Medieval Realms; Britain 1066 - 1500

Term 1 – Why study History? Historical skills and handling evidence

Term 2 – Who were the Normans (taking power)

Term 3 – Power Changes in the Medieval World

Term 4 – Life in the Medieval England (Social History)

Term 5 – Depth Study – Medieval warfare

Term 6 – Exam period and Thematic Study across time – Slavery across time

Year 8 – Tudor and Stuart Power and change

Term 1 – Introduction to Early Modern Period/Religious Crisis in the Tudor World

Term 2 – Renaissance Reputations

Term 3 – Migrants and Mavericks

Term 4 – Local Study: A local Historical environment. Aspects of Kent through time.

Term 5 – Thematic Study Across time: What was the most historically significant 'revolution'?

Term 6 – Exam period and Thematic Study across time – English Women's Rights Across Time

Year 9 – The 20th century and war

Term 1 – Origins of WWI

Term 2 – Life on the Western Front

Term 3 – Change and Consequences of War

Term 4 – The Holocaust – Why we still need to remember the Holocaust today OR From Empire to Commonwealth

Term 5 – Period Study – The Story Behind 9/11 and Exam Period OR Cold War

Term 6 – Start of GCSE options

LANGTON PLUS

The Langton Plus course is unique to the Langton. The programme has the goal of providing an important expansion to our curriculum and helps to underpin the Langton Ethos. It aims to broaden the cultural and intellectual horizons of our students, encouraging them to understand how different ideas and disciplines have connected over time, and helps them to become conversant with a range of key ideas, cultural figures and significant movements. The Key Stage 3 rotating carousel of short courses introduces them to short explorations in big ideas and develops into a mix of thoughtful academic lectures and discussions with careers, the EPQ and wider perspectives introduced in the Upper School. These prepare students for the advanced critical thinking required in university learning and for advanced research projects both in the Langton and beyond.

In Year 7, the course gives students a broad overview of the whole of human history, and a framework for understanding other subjects including literature, philosophy, art, geography, and science. It is based on a study of the book and Radio 4 series by Neil MacGregor, *a History of the World in 100 Objects*, to which the students have full access to the written and spoken material. This is supported by work which ranges from the building of knowledge and a sophisticated vocabulary, to more advanced questions of interpretation that give opportunities for boys to formulate and debate their own ideas. It is essential that they gain a sense of the world beyond their immediate environment, and the book allows them to access questions of culture from across the world and throughout time. The students are encouraged to ask difficult questions, let their imaginations leap beyond the boundaries that traditional subjects might entail, and to make connections across their learning in and out of school.

In each of Years 8 and 9, the Langton Plus comprises of mini-courses which are studied in turn, and taught by different teachers, for five weeks each. Each mini-course introduces an area of study that is important, interesting, and exciting, but does not feature in the standard curriculum and therefore stretches their cultural engagement.

Year 8	Year 9
Introduction to Film Making	History of Science
Vex -Engineering	Art Beyond Europe
Codes and Codebreaking	MRI: Masculinity Re-Imagined
Anti-Social Media?	Ancient History
Islam and Islamic culture	Psychology
The Ideas that Revolutionised Navigation	HPQ

Students produce one assignment for each of the mini-courses, completing a portfolio of five pieces of work at the end of each year, and being examined *viva voce* by a senior member of staff at the end of Year 9. Additionally in Year 9, students complete an HPQ; or Higher Project Qualification. This is a Level 2 qualification (similar to half a GCSE) that allows students to independently research a subject of their choice. Students produce a final project outcome, which can be a written report, a presentation, an artefact, or a performance, and must also maintain a research log and deliver a presentation on their work. The HPQ develops important academic skills like research, writing, time management, critical thinking, and independent learning, preparing students for higher education or the Extended Project Qualification (EPQ).

For Years 10 and 12, a programme of short lectures followed by discussion is arranged which aim to cover a wide variety of subjects, and allow us to use the expertise, enthusiasm and specialisms of staff beyond their usual subject areas. It is also expected that they will further develop their cultural literacy through the programme. It is arranged into sections which group the lectures into thematic areas: The Self, Building for the Future, Revolutions, Truth and Beauty, and Cultural Encounters. For year 12, the programme broadens further with choices between lectures and outside speakers brought in to discuss subjects beyond the school curriculum. Interspersed with the programme are sessions which support their EPQ research, and towards the end of the year, UCAS briefings and careers advice are also included.

It is our intention that Langton Plus means no student is restricted by the necessary boundaries of examination subjects, and that their minds can begin to reach beyond into the world of connected knowledge, benefitting their whole lives from enhanced cultural literacy.

MATHEMATICS

Mathematics at the Langton follows the National Curriculum in England: Mathematics Programme of Study for Key Stage 3.

Students are taught in mixed ability groups in year 7 and are then set from the beginning of year 8, two upper, two middle and two lower classes. Set three students benefit from smaller class sizes. There are a variety of teaching and learning techniques used within the department. Extra help is available both in and out of lessons for students who are less confident, and extension work is available for the most able to provide them with more challenging tasks.

Students are encouraged to examine real-life examples of using and applying Mathematics.

Students are assessed through regular Standard Tests. Yearly assessment is covered by Year 7 internal examinations which consist of a non-calculator paper and a calculator paper. Together with regular marking of homework tasks, each pupil's progress can be closely monitored. Setting for Year 8 is decided upon by analysing these results together with the recommendations of all relevant members of the department.

Year 7 Through the mathematics content, students are taught to develop fluency, reason mathematically and solve problems. The aim is to give every pupil confidence in his own ability to handle numbers, mathematical operations and methods. The use of calculators is encouraged where appropriate and all boys have their own scientific calculator which they must bring to every lesson. Topics studied include: the four operations and directed numbers, fractions, percentages, expressions, formulae and equations and various geometry techniques.

Year 8 We aim to build upon year 7 work and foster the ability of each pupil to work both individually and collectively. Topics studied include: advanced number skills, working with powers, shapes and solids, number theory and an introduction to statistics.

Year 9 Although grouped by ability, the syllabus covered by all the sets is very similar. The higher sets take the work at a faster pace and to a greater depth. Topics studied include: further algebra and percentages, trigonometry, probability, accuracy, statistical distributions, points, lines and planes and proportion.

MODERN FOREIGN LANGUAGES & LATIN

Year 7

French or Spanish or Latin or Mandarin

Years 8 and 9

Year 7 languages continued.

Year 7 will be taking two of the four languages offered. The school places great emphasis on learning languages hence the students have an accelerated programme of three hours per fortnight in Year 7 in two of the above languages.

No previous knowledge of the language is presumed although if some students are already familiar with the language this is used for the benefit of the group as a whole. Students who speak a heritage language are encouraged to gain the appropriate accreditation at a later stage and are supported by the department with the preparation for the examination.

Great focus is placed in the early weeks on listening and speaking. Audio resources as well as online resources/platforms are used to enhance the skills acquired in the classroom. We believe it is very important for students to have a good pronunciation and intonation and to understand all the grammatical structures of the language. We aim to build confidence at all times so that students can communicate freely with each other in the target language.

In Year 7, students will learn how to cope in real-life situations, which they may find themselves in abroad- introducing themselves, going shopping, talking about where they live, etc. Reading and writing skills are also steadily developed over the year.

In Year 8 students build on what they already know and are introduced to new topics. They also learn how to talk about events in the past and in the future. They continue to work on improving listening, speaking, reading and writing skills. In Year 9 further topics and more complex vocabulary and structures are included.

Students are expected to continue with foreign languages at GCSE and A level and we naturally encourage that. The department takes pride in the high take-up and outstanding success rate of students at GCSE and Sixth Form level, which buck national trends. A number of our students go on to study languages at university each year.

Latin

Latin at the Langton is by no means a dead language. We strive to bring the subject alive and encourage our students to foster a love of the ancient world and develop intellectual curiosity about the Romans and their society. We believe that the study of Latin is paramount in developing a student's understanding of grammar, widening their vocabulary, and creating links with other modern languages. Latin allows our students to develop analytical minds, become critical thinkers and to think precisely, thereby becoming confident and high-achieving linguists.

Students in Year 7 and 8 are introduced to the basics of the Latin language, including different noun cases and verb tenses. They learn to analyse texts and hone their translation skills (mostly Latin to English). Unlike the modern languages, there are no listening and speaking activities, and our focus is instead on analysis of grammar and reading Latin texts with accuracy. We delve into the fascinating lives of the Romans through the stories and background information, including topics such as theatre, gladiatorial shows, the Roman baths and the eruption of Mount Vesuvius.

Students can opt to continue this subject in Year 9 and again for GCSE level in Years 10 and 11, for which we use the examination board EDUQAS.

MUSIC

The music department is a vibrant and exciting place to be. At the Langton, music plays an integral part of the curriculum and the extra-curricular life of the school. The department has a large classroom/group rehearsal room, with 3 connecting rooms for group work, a smaller teaching space (equipped with 12 iMac computers) for GCSE and A Level groups and smaller ensemble rehearsal spaces, 5 individual teaching rooms for peripatetic teachers, a department office and band room.

KS3 Students have an hour a week of class music. All are taught in groups of 22. The KS3 course covers all of the key areas of musical aptitude - Appraising, Composing, Listening and Performing, with a wide variety of practical, listening and theoretical activities. The Music Department is well equipped with resources, instruments and computers enabling boys to develop a strong understanding and an overall appreciation of all aspects of music in different genres.

Practical work will make use of the boys' own instruments, their voices and a vast array of available instruments. Their knowledge of music theory is built upon from the very start. Boys are encouraged to use their own musical skills on other instruments and there is always the opportunity for them to continue or take up instrumental lessons with a peripatetic teacher. There are 16 teachers who visit the school to give weekly individual lessons in a wide range of orchestral and popular instruments. The lessons are private, and the cost of these lessons is approximately £200 for 10 x 30-minute lessons. Students in receipt of Pupil Premium can apply to have their instrumental lessons paid for and it is possible to apply for Kent Music bursaries. Creative work in composing is entered into throughout the course and a variety of topics are explored to encourage individual and group music making. Boys will learn about all of the musical elements including melody, harmony and rhythm, using traditional and graphic notation; they will use music software and have the opportunity to develop their skills and create their own compositions.

Boys are invited to further their musical interests by joining one of the three school choirs, Jazz Band, String Quartet, Full Orchestra and Concert Band as well as other specialist ensembles for brass, saxophone, guitar, flute or mixed chamber music. A wealth of concerts are arranged in and out of school, and we perform twice yearly in the Cathedral – at our Carol Service in December and our Commemoration Service in May. The school has its own record label – 'Outside Man Records' with teachers and students seeking out and developing internal talent, resulting in 'Langton Live' events and external recording opportunities. Alongside our classical and rock and pop musicians, jazz musicians are encouraged, and we hold a Jazz Gig once a year to celebrate talent. Concert trips are arranged locally and to London and a large-scale musical is produced in-house, bi-annually. Various music tours and concerts are arranged throughout the year.

At the Langton, we also welcome students, of all abilities and ages, from other schools and home-schooling environments to join the Langton musicians in the joy and benefits of music making.

The department has an enthusiastic interest in the benefits of Music on physical and mental wellbeing. Following a wonderful 3-day festival in 2016, the department is continuing to develop and run projects involving the community as part of the Langton Community Music Projects. Our flagship group is the Skylark's Sing to Beat Parkinson's project. Involvement in these projects is open to all of our students; it is our aim to help build a strong sense of altruism in our 'Leaders of Tomorrow'.

PE AND GAMES

Physical Education and Sport have a key role in the development of students at the Langton. Students will develop physically, technically, tactically and cognitively via a broad and balanced curriculum that will both introduce and extend students' abilities in a variety of sports. Educating about the physical and mental health benefits are a key priority of the department, and we endeavour to make sport and physical activity part of our students' lives for many years to come. We also play a key role in nurturing the leaders of tomorrow and developing the teamwork skills to equip the students for life beyond the Langton.

TERM	PE LESSONS – KEY STAGE 3								
	YEAR 7			YEAR 8			YEAR 9		
	SET 1	SET 2	SET 3	SET 1	SET 2	SET 3	SET 1	SET 2	SET 3
1	Football	Football	Hockey	Football	Hockey	Gymnastics	Football	Hockey	Climbing
2	Hockey	Gymnastics	Football	Hockey	Gymnastics	Football	Hockey	Climbing	Football
3	Running Based Fitness	Hockey	Outdoor Ed	Gymnastics	Football	Running Based Fitness	Climbing	Football	Running Based Fitness
4	Gymnastics	Outdoor Ed	Running Based Fitness	Outdoor Ed	Running Based Fitness	Hockey	Outdoor Ed	Running Based Fitness	Hockey
5	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Outdoor Ed
6	Outdoor Ed	Running Based Fitness	Gymnastics	Running Based Fitness	Outdoor Ed	Outdoor Ed	Running Based Fitness	Outdoor Ed	Cricket

TERM	GAMES LESSONS – KEY STAGE 3								
	YEAR 7			YEAR 8			YEAR 9		
	SET 1	SET 2	SET 3	SET 1	SET 2	SET 3	SET 1	SET 2	SET 3
1	Rugby	Rugby	Rugby	Rugby	Rugby	Rugby	Rugby	Rugby & Touch	Rugby & Touch
2	Rugby	Racquet Sports	Dance	Rugby	Basketball	Circuits	Rugby	Racquet Sports	Fitness
3	Dance	Touch	Racquet Sports	Circuits	Touch	Basketball	Fitness	Alternative Sports	Racquet Sports
4	Racquet Sports	Dance	Touch	Basketball	Circuits	Touch	Racquet Sports	Fitness	Alternative Sports
5	Field	Field	Track	Field	Field	Track	Field	Field	Field
6	Track	Track	Field	Track	Track	Field	Track	Track	Track

Physical Education and Games provide an integrated course with a balance between both individual and team sport activities provided, as shown above. Students are 'set' early in the year and all activities are compulsory. A variety of different activities not shown on here are offered in older age groups as well.

Our facilities are some of the best to be found, not just in the state sector but also compare well with fee-paying schools. The school boasts a 3G pitch with video analysis system, two indoor

sports halls, a climbing wall, a fitness suite, and a strength and conditioning facility, as well as several high-quality grass pitches. In addition, offsite facilities are used, such as Polo Farm. There is a full fixture list of school matches for all team and individual sports that can be found on our SOCS website, with most teams offering both 'A' and 'B' opportunities. Students will have the opportunity to go on several sports tours, with recent tours including Rugby in France, Hockey and Football in Holland and Cricket in Dubai. There are also a range of other extra-curricular clubs including Athletics, Climbing, Badminton, Volleyball, and Basketball. We feel that competition is important for all of our students and inter-house matches are arranged in all sports, involving all students, and the annual Sports Day is held in July.

PERSONAL, SOCIAL AND HEALTH EDUCATION & CITIZENSHIP

Personal, social and health education (PSHE) at Key Stages 3 and 4 helps students to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives students opportunities to reflect on their experiences and their development. It helps them to understand and manage a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and careers.

Citizenship gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities, and develops students' ability to reflect on issues and take part in discussions.

At the Langton each pupil at KS3 has a one-hour lesson each week taught by a team of specialist teachers. Both PSHE and Citizenship are developed further during KS4 during a specially tailored programme.

During Key Stage 3 all boys will cover the following topics:

- Study skills: how to present work; why set homework; good and bad homework habits; revision techniques and strategies; coping with exams, learning styles.
- Reflecting on strengths and achievements and recognition of weaknesses and areas for improvement: target setting; managing time and learning effectively; making informed career and KS4 choices.
- Developing a healthy, safe lifestyle: puberty, alcohol, tobacco, basic facts and law about illegal substances (including school policies); contraception; safe sex; human reproduction; HIV and sexually transmitted infections; managing anxiety and stress.
- Prejudice and discrimination: showing concern for others; bullying – what it feels like and why people do it; the school's code of practice and what is expected of individuals, recognition of and coping with peer pressure; why we have rules.
- Central and Local Government: what is democracy; voting and elections; the workings of parliament; how laws are made; concept of 'fair trade'; the powers of the police and the justice system; Magistrates Court and crown Court powers; the role of the EU and the Commonwealth and the United Nations the diversity of national, regional, religious and ethnic identities and the need for mutual respect and understanding, the significance of the media in society.
- Personal finance, bank accounts, loans, budgeting and consumer rights.

PHILOSOPHY AND BELIEF

The aim of this department is to help our students to become thoughtful and reflective thinkers who are secure in their own views, opinions and beliefs and assured in their ability to express these. Throughout their study of this subject our students will be taught the skills of critical analysis and argument which will be built upon and developed year on year.

Throughout Years 7, 8 and 9 students study a variety of philosophical and religious themes, both Eastern and Western, ancient and modern. We introduce questions such as the origins of the universe, miracles, the nature of the mind and self, and we examine and evaluate the arguments for the existence of God.

Year 7 students consider religious and historical claims about Jesus, look at the scientific method as well as the relevance of mythology, and study the history and significance of cosmogony. Year 8 students look at the relationship between science and religion, the theory of mind and try to make sense of being human. Year 9 students study epistemology, reflect on the limits of their own knowledge, study Philosophy of Science, Virtue Ethics, Utilitarianism and learn the classical philosophy of Plato and Aristotle.

It is a statutory right for parents to withdraw their children from this subject.

SCIENCE

The scientific method is frequently misinterpreted as linear in that it rigidly follows an age-old and generic sequence of steps [e.g. Question, Hypothesis, Experiment, Data, Conclusion]. This approach can limit students' enthusiasm for inquiry, so to study and understand science more effectively, the linear approach must have greater flexibility in order to appeal to and inspire our Year 7 and Year 8 students.

Langton boys are keen, enthusiastic and curious beings, and therefore already possess the potential to become top class critical thinkers and problem solvers. If we, as their science teachers, constantly demand our students ask questions and want to know more about why, what, who, where, when, how and everything else that can help them make sense of a situation or concept, never taking anything at face value, then our end product will be students who leave the Langton with a very bright future ahead of them.

The main aim, therefore, of the KS3 Science course is to broaden and deepen scientific knowledge and develop the concept of the scientific method, but also develop critical thinking and problem solving skills by adopting the mindset of Socrates who, when attempting to solve a problem or answer a query, focused on asking probing questions until a natural endpoint had been reached. This may or may not solve the problem or query, or may create an entirely new one, but that is a consequence of being curious about one's surroundings.

Course Structure

	Core Questions	
Term	Year 7	Year 8
1	7.1 Have You Got What It Takes To Be A Nobel Prize-Winning Scientist?	8.1 What If There Were No Microbes?
2	7.2 What If All The Ice In Antarctica Melted?	8.2 What If There Was No Colour?
3	7.3 Could You Survive A Zombie Apocalypse?	8.3 What Would Be The Main Issues If There Was No Oxygen On Earth For Five Seconds?
4	7.4 What Have The Oceans Ever Done For Us?	8.4 How Fast, How Far, How High?
5	7.5 How Important Are Odours?	8.5 How Do Scientists Use Patterns & Relationships To Explain The Natural World?
6	7.6 If Yellowstone Erupts Will Life As We Know It Survive?	8.6 What Happens When We Need To Leave Earth?

In Year 9, students embark upon separate GCSE science courses which are taught over three years. At the end of this time, most of the students will gain a GCSE in each of the sciences (Biology, Chemistry and Physics). The students will follow the reformed, linear AQA specification, where they will be awarded grades 1-9, where 9 is the highest grade. Significant numbers of students continue with science at A-level.

The science department has an excellent record in facilitating students in achieving outstanding results at GCSE and A-level, thereby enabling them to access the most prestigious university courses. In addition to studying the national curriculum, the students are offered a plethora of enrichment activities during KS3 through to KS5, where many students engage in authentic scientific research, often in collaboration with universities, and take part in national competitions such as Olympiads.

Admission Policy 2027/2028

The School admits:

Year 7 September intake – boys (as determined male on their birth certificate) who attain the required standard for selective education under the procedures arranged by Kent County Council (Kent PESE procedures);

The School's Admissions Number in Year 7: 150.

The school has an Autism spectrum condition (ASC) programme which is a specific programme funded by the County Council and places are strictly limited to three boys with statements of Special Educational Needs in each year group. The boys who are part of this programme receive specialist support from designated learning support assistants, but it should be noted that funding for this specialist support does not extend to include boys who are not part of the ASD programme.

Subsequent admission (subject to places being available after September of Year 7) – Boys who have passed the Kent PESE procedure elsewhere or meet the required standard in-school delivered tests.

Criteria for Over-Subscription

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

If the number of preferences for the school is more than the number of places available, places will be allocated in the following priority order –

1. Looked After Children and previously Looked After Children:

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

2. Boys whose Kent Test score is twenty or more marks above the pass mark in order of:

- (i) Boys whose parents can prove that attendance at the school is essential based on reasons of Health or Special Access.

Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to boys whose health or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to boys whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims must be

supported with written evidence from an appropriately qualified medical or other practitioner. The evidence must demonstrate a special connection between the boy's needs and the school.

- (ii) Boys with a brother or sister attending the school at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
 - (iii) Boys who are designated as receiving 'Pupil Premium' - Applicants under this criterion must complete a Supplementary Information Form so that checks can be made to determine eligibility.
3. Boys living within a 9-mile radius of the school. Boys whose Kent Test score is twenty or more marks above the pass mark in order of proximity to the boy's home, with those living nearer being given higher priority.
 4. Other qualifying boys (i.e. those who achieve the required standard for selective education through the Kent assessment procedure), in order of:
 - (i) Boys whose parents can prove that attendance at the school is essential based on reasons of Health or Special Access.

Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to boys whose health or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to boys whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims must be supported with written evidence from an appropriately qualified medical or other practitioner. The evidence must demonstrate a special connection between the boy's needs and the school.

- (ii) Boys with a brother or sister attending the school at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
 - (iii) Boys who are designated as receiving 'Pupil Premium' - Applicants under this criterion must complete a Supplementary Information Form so that checks can be made to determine eligibility.
 - (iv) Proximity to the boy's home, with those living nearer being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.
- Notes:

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

A child is eligible for **Pupil Premium** where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31st October in the year of application.

Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place

Nearness of children's homes to school - we use the distance supplied by the KCC which is the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody.

A boy's home address is considered to be a residential property that is the boy's only or main residence (not an address at which the boy may sometimes stay or sleep) and which is either owned by the boy's parent, parents or guardians; leased or rented to them under a written rental agreement. Where parents live apart but share responsibility for the boy and he lives at two different addresses during the week, we will regard the home address as the one at which the boy sleeps for the majority of week days over the term. Evidence of ownership or rental agreement may be required, plus proof of the child's permanent residency at the property concerned. The school reserves the right to check information given on the application form. If any information given on the form is found to be incorrect, or if you fail to notify us of important changes in the information, the offer of a school place can be withdrawn.

After a place has been offered the school reserves the right to withdraw the place in the following circumstances:-

When a parent has failed to respond to an offer within a reasonable time; or when a parent has failed to notify the school of important changes to the application information; the admission authority offered the place on the basis of a fraudulent or intentionally misleading application from a parent.

Waiting List

Parents of children who were assessed as suitable for a place at the school but who have not been offered a place at the School may ask for their child's name to be placed on a waiting list. The waiting list will be operated using the same admissions criteria as above and a child's place on the list may change when other children are placed on the list. Placing a child's name on the waiting list does not guarantee that a place will become available. This does not affect the statutory right to appeal.

Out of Year Admission to Year 7

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to

accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria.

Out of Year Admissions for Years 8, 9 and 10. Requests for admission outside of the normal age group should be made to the Headteacher. It would be helpful if parents or carers provide evidence to support such an application, usually with supporting evidence from an appropriately qualified medical or other practitioner.

9 Mile Priority Area





SIMON LANGTON
Grammar School for Boys

Supplementary Information Form (SIF) for 2027/2028 Admissions Targeted Free School Meals
or Pupil Premium Notification

This form does not constitute a valid application. You must complete the relevant KCC Application Form (SCAF or IYCAF) if you wish your child to be considered for a place at the school.

- You should only complete this form if
 - You have named Simon Langton Grammar School for Boys on the KCC Application Form
- Your child is in receipt of Targeted Free School Meals (TFSM) or Pupil Premium (PP)

The following sections should be completed (in block capitals please) and returned to the school by 31st October 2026 to notify us that you are applying for a Pupil Premium place.

Part A should be completed by the parent/guardian and Part B must be completed by your child's current school. This form should be sent to the Admissions Officer at the school

admissions@thelangton.kent.sch.uk

PART A	
Child's Surname:	
Child's Forename:	
Child's Date of Birth:	
Permanent Home Address:	
Telephone:	
Email:	
Parent/Carer:	
Evidence of eligibility:	Please hand this form to your child's current school and ask them to complete part B before emailing to admissions@thelangton.kent.sch.uk
Declaration:	I confirm the information supplied is true and accurate and I consent to check being made.
Parent/Carer signature:	
Date:	

Pupil Premium Eligibility Criteria:

A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years and only relates to 'targeted FSM' and does not include 'expanded FSM'. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care; however, these children will be prioritised in the relevant criteria.



SIMON LANGTON
Grammar School for Boys

Supplementary Information Form (SIF) for 2027/2028 Admissions
Targeted Free School Meals or Pupil Premium Notification

PART B	
To be completed by the student's current school	
Student's Full Name	
Date of Birth	
Student's UPN	
I confirm that the student named above is currently in receipt of targeted free school meals	Yes / No (please circle as appropriate)
I confirm that the student named above is currently in receipt of pupil premium	Yes / No (please circle as appropriate)
Name of school currently attended	
Name of person completing this form	
Position held in school	
Email address	
Telephone Number	
Signature	
Date	
School stamp	

Data Protection: All information supplied will be processed and held by Simon Langton Grammar School for Boys in accordance with the Data Protection Policy and Privacy notices which are available to view on the school website. Information may be shared with other relevant admission authorities and Government departments where there is a legal requirement to do so or for the purpose of validating the student's entitlement to Targeted Free School Meals or Pupil Premium



YEAR 7 APPLICATIONS AND OFFERS 2026/2027

Over Subscription Criteria		Ordered By
1	Looked After Children (LAC)	Distance
2	Children scoring 20 marks ABOVE the Kent Test pass mark and live within 9 mile radius with Health/Special Access	Distance
3	Children scoring 20 marks ABOVE the Kent Test pass mark with a sibling in the school	Distance
4	Children Scoring 20 marks ABOVE the Kent Test pass mark who are in receipt of Pupil Premium	Distance
5	Children scoring 20 marks ABOVE the Kent Test pass mark who live within a 9 mile radius	Distance
6	Children with a Kent Test pass with less than 20 marks above the pass mark with Health/Special Access	Distance
7	Children with a Kent Test pass with less than 20 marks above the pass mark with a sibling in the school	Distance
8	Children with a Kent Test pass with less than 20 marks above the pass mark who are in receipt of pupil premium	Distance
9	All remaining children with a Kent Test pass	Distance

The school had a total of 858 applications. 379 applications were for boys who passed the Kent Test 479 applications for boys who did not pass the Kent Test. From these 379 applications 171 named the Langton as first preference.

The Ranking Process

The Local Authority provides the school with a web portal on which application details can be viewed and ranked in accordance to the school's oversubscription criteria. Before the ranked list is returned to the Local Authority it is checked by 2 members of the school staff to ensure that no errors have been made. The Local Authority then run their own check before making the appropriate offers to the applicants.

A total of 150 places were offered, including 5 places in the Resourced Provision; the remaining 145 places were allocated as follows:

- Criteria 1 1 place was offered under this criteria.
- Criteria 2 No places were offered under this criteria
- Criteria 3 17 places were offered places under this criteria.
- Criteria 4 1 place was offered under this criteria.
- Criteria 5 85 places were offered places under this criteria. The last place offered to a boy based on the elevated pass mark and distance between home and school lives 8.755 miles away.
- Criteria 6 1 place was offered under this criteria.
- Criteria 7 9 places were offered under this criteria
- Criteria 8 2 places were offered under this criteria.
- Criteria 9 29 places were offered under this criteria. The last place offered to a boy based on this criteria lived 6.564 miles from the school.